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ABSTRACT

A survey of 17 graduates of Project T.E.A.C.H. (Teacher Effectiveness and Classroom Handling), an inservice education program offered through the Ontario (Canada) Public School Men Teacher's Association in conjunction with Lesley College, used closed- and open-ended questions to obtain evaluations of the project's effectiveness. Five project areas were surveyed: (1) present use of Project T.E.A.C.H. skills and standards; (2) motives for participation; (3) effect of Project T.E.A.C.H. on peer relationships; (4) teaching level; and (5) overall assessment of the project as a teaching device. All respondents maintained some knowledge of the course components, although the amount of implementation of skills learned through the project decreased over a three-year period. In spite of a generally positive view of Project T.E.A.C.H., fewer than half of the respondents expressed an active desire to pursue its sequel, Project P.R.I.D.E. A copy of the questionnaire and glossary of terms is appended. (FG)

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Project T.E.A.C.H. : An Evaluative Study

Les Howarth
Brock University 1981

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Abstract

Fifty-four former participants of Project T.E.A.C.H. were randomly designated as recipients of an evaluative questionnaire of the above mentioned course. Based on the response tendencies; the motive for enrollment is intrinsically induced, the curriculum composition is derived of both familiar and innovative material, and the greatest benefit of the course is its enhancement of teacher-student interpersonal relationships. Practical enforcement of the course ingredients is easily maintained as demonstrated by its universal exercise (within this sample) of at least some of the innate skills/strategies. Though this evaluation favours use at the intermediate level of education, defined patterns of applicability within specialized areas do not exist.

The refinement of survey design and analysis over recent years has transformed its acceptance to one of universality as a fundamental instrument of sociological research (Rosenburg, 1968). Kish (1965) considers the intent of survey inquiry as provision of empirical estimates of specified population values. It is with this understanding that the writer has undertaken an evaluation of an educational entity via a survey sampling design.

Project T.E.A.C.H. (Teacher Effectiveness and Classroom Handling) is offered in the province of Ontario by the Ontario Public School Men Teacher's Federation in conjunction with Lesley College.[1] Having completed the course two years prior, this writer desired an evaluation of its usefulness from the viewpoint of other graduates.

The questionnaire constructed[2] is descriptive-explanatory (Trow, 1967) in nature, as statements are formed by participants regarding components of the course, and subsequent attempts to develop theoretical assertions regarding relationships and processes are undertaken. This paper will analyze the survey in three separate sections. The first part will consider the features of the sampling technique, the second section will document and interpret the data[3] and in the final segment, inherent conclusions will be attempted.

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[1]The writer wishes to express his appreciation to the O.P.S.M.T.F. for its assistance in providing the necessary information allowing for a sample selection.

[2]The questionnaire itself is presented in its entirety in the appendices of this paper.

[3]Percentage figures cited throughout this paper are rounded off to the nearest tenth. Hence, their cumulative sum may not total exactly 100%.

I. Physical Attributes of the Sampling Technique

Scope of the Survey

As stated at the outset, the survey was conducted to form a general evaluation of Project T.E.A.C.H. As such, former participants of the course were randomly selected by the federation and designated for issuance of the questionnaire. The spread was quite diverse, involving twenty-seven different Boards of Education and twenty-seven instructors within the province. The minimum number of times of citing an instructor within the sample was once and the maximum number of times was eight. The range of eligible participants predates to the inception of the affiliation between O.P.S.M.T.F. and Lesley College in presenting the course (1976) to the completion of the 1981 segment. Each year encompassed four terms of the course being offered (winter, spring, summer, fall). In total, the Ontario course registration of Project T.E.A.C.H. has been listed at 3,722,[4] of which 1.5% (54 individuals) were designated as a reliable sample size.[5]

Limitations of the Survey

The survey is intended to provide a general evaluation of the Project T.E.A.C.H. components, not as an examination of the

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[4]This figure was quoted to the writer by the O.P.S.M.T.F., effective December 1981.

[5]This number has been judged as a reliable sample size, taking into account the method of selection, the homogeneity of the group, the content of the survey (in that there is only one contingency question) and the method of collection. As Parten (1966) states, "It is better to have a smaller group without bias than a large sample which is unrepresentative of the universe." (p.299). On these grounds, the 1.5% chosen, which in comparison, is not small, appears relevant.

relative statistical significance of the various areas of the course. Interpretation is based on the returned responses of former course graduates and will not be totally free of all sources of bias.[6] Responses to items on the questionnaire could not accurately be contained in a "yes" or "no" category, yet, the subjectivity level within a diverse scale of plausible answers, such as Likert's "strongly agree, agree, disagree, strongly disagree, or undecided" (Babbie, 1973, p. 269) would be evident, hampering analysis. To strive for objective empiricism, closed ended questions were related to one's practical use of the skills/strategies of Project T.E.A.C.H. The scale of responses could then be effectively limited to "yes", "no", or "to a certain degree". The open-ended statements requested could be similarly analyzed as "positive", "negative" or "somewhat useful".

Mailing and Return Procedures

All questionnaires were mailed from Brock University and postmarked November 11, 1981 in St. Catharines, Ontario. Inclusive was a stamped and addressed return envelope. A six week period was allotted for the participant's completion and return mailing of the questionnaire. Of the fifty-four units mailed out, eight were unopened and promptly endorsed by the postal system as "return to sender" for various reasons. This

[6] As with the study of any occurrence which is dependent upon the subject's knowledge of that entity, some bias will obviously exist. An interpreter may logically presume that responses will vary in positiveness according to the subject's graded success of the course. In addition, the temporal restraints (i.e. those who have most recently completed the course tend to be more familiar with its content) and the nature of the individual participant (in that those who have experienced success with the T.E.A.C.H. practices are more likely to respond) may profoundly affect the total range of response characteristics.

set the working group at forty-six, which this writer assumes reached their point of destination. Following the six week allowable time frame, 37.0% (17) of the questionnaires had been received by the university. The response rate per weekly intervals is charted in Figure I.

-Insert Figure I here-

Though this figure is well below Babbie's (1973) personally preferred response rate of 50% for adequate data interpretation, as will be evidenced later, there are nevertheless interesting and relevant conclusions which may be drawn from the sample. Figure II graphically demonstrates the number of units mailed, the number of units assumed to reach their point of destination, and the number of units received by the writer within the specified time limit. Each yearly categorization of participation in Project T.E.A.C.H. is illustrated.

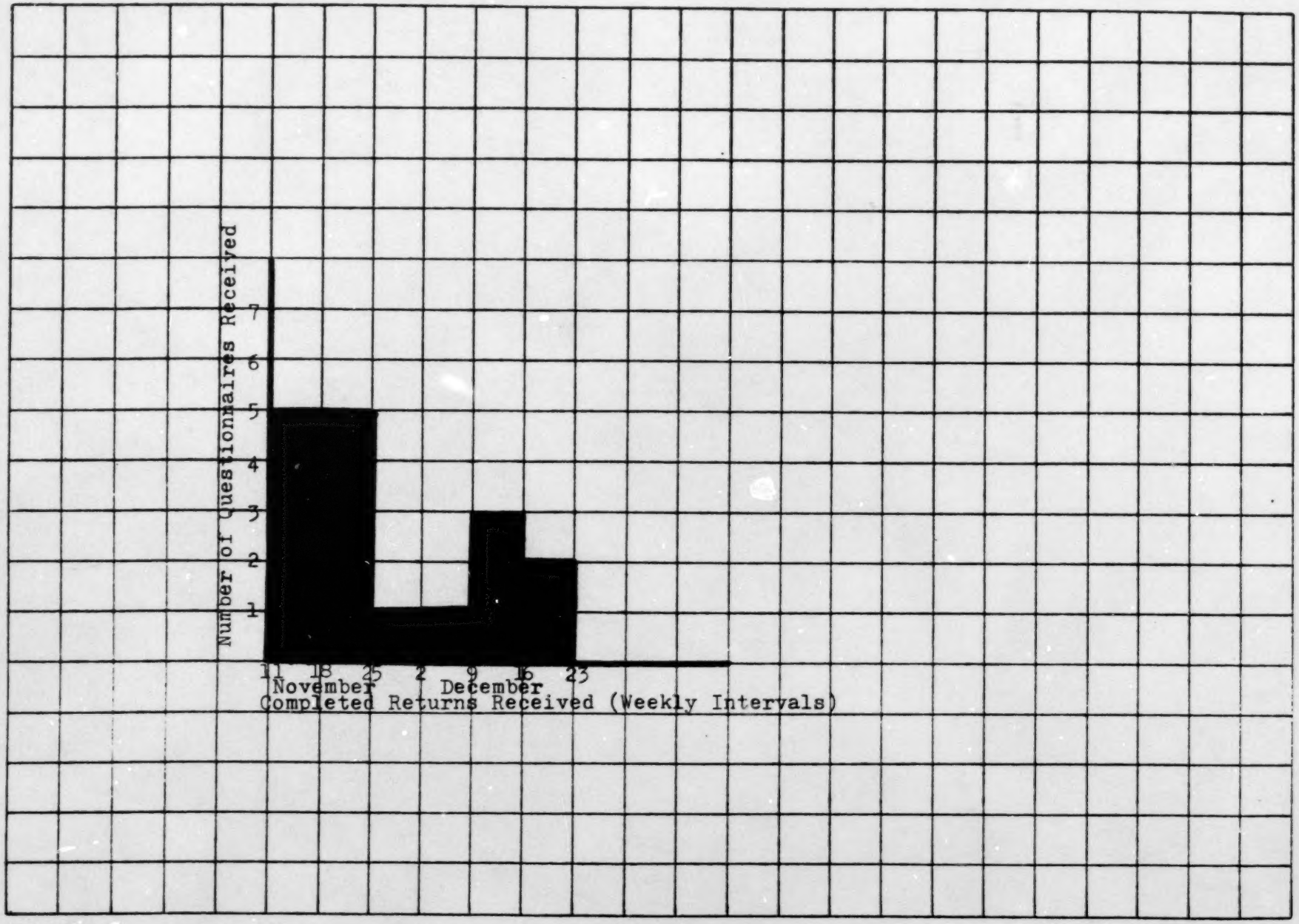
-Insert Figure II here-

Nature of the Survey

The survey itself has employed both closed-ended and open-ended questions. In the case of the former, alternatives of response are exhaustive and mutually exclusive. A categorical answer is all that is required. For the latter, a brief, personal comment or evaluation is requested. The questionnaire format, on the whole, has been deliberately devised to be simple

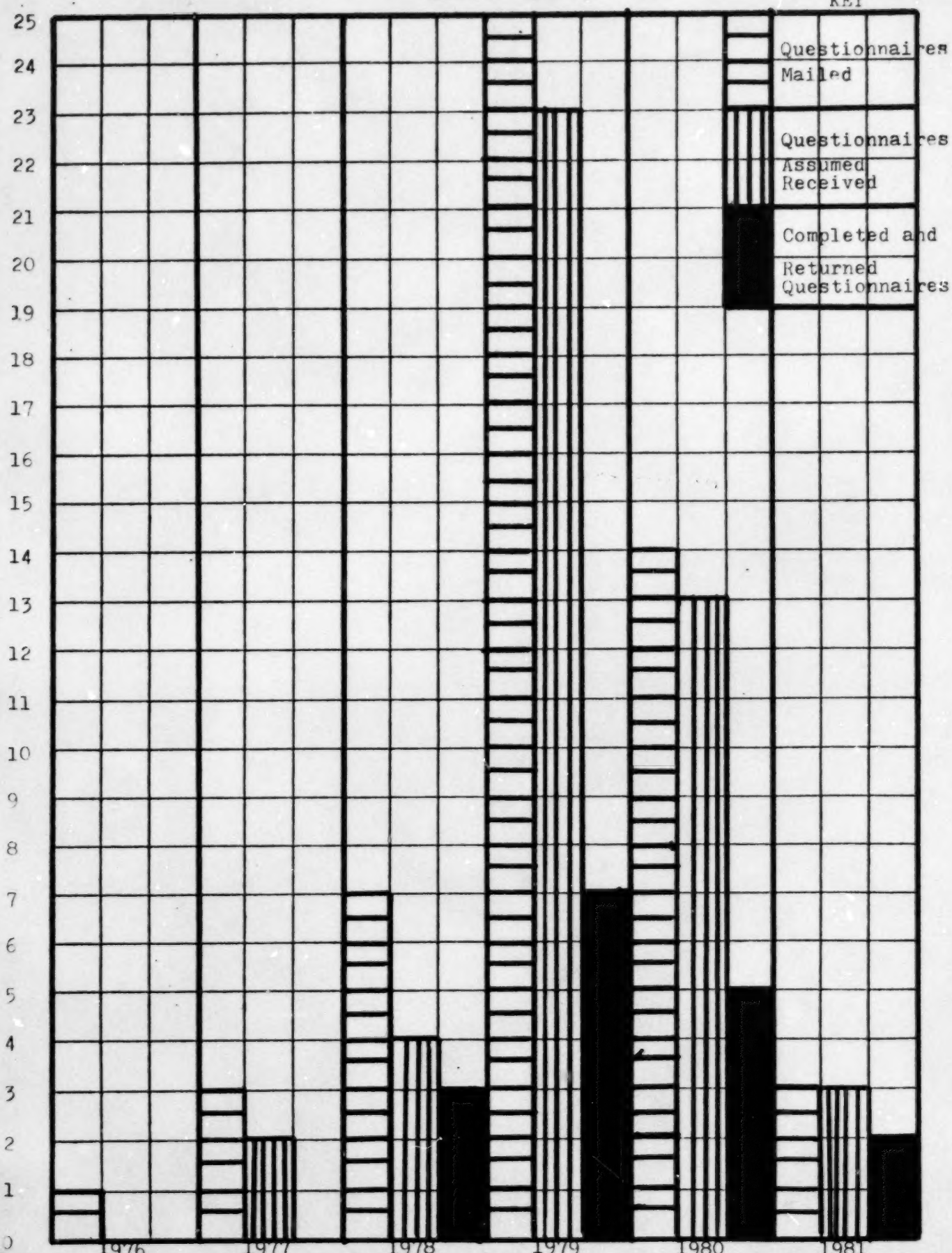
Response Rate

FIGURE 1



Questionnaire Distribution

FIGURE II



to encourage its completion and return. Due to the size of the sample population, there is the presence of only one contingency question (#4 is dependent on the response of #3). Attempts as such have been utilized to minimize manipulation of very small numerical figures within the sample.

A basic premise of probability sampling recognizes that:

> "a sample will be representative of the population from which it is selected if all members have an equal chance of being selected in the sample." (Babbie, 1973, p. 78)

Accepted as such, an equal probability of selection method (EPSEM) has been initially employed for eligible participants. However, since confidentiality has been assured to all respondents, signatures are not requested and there is not a definite manner of identifying responses. Expectantly, one is confronted with the dilemma of whether or not the returned questionnaires represent a true random sample of the initial sample. Recognition of additional biases to those mentioned in footnote #6 is accomplished by completion of the participant's instructional grade level, their involvement in specialized programming (if applicable) and their relevant subject area. This will be explored in greater detail at a subsequent stage of the paper.

II. Documentation and Interpretation of Data

The second section of this paper considers the presentation of data received by the originator of the survey. The questioning procedure was intended as a reflection of the following areas within the Project T.E.A.C.H. curriculum:

(a) present use of the skills/strategies professed by Project T.E.A.C.H. in one's own professional environment

(b) individual motive for participation in Project T.E.A.C.H.

(c) the interpersonal aspect of Project T.E.A.C.H.

(d) an examination of a sample bias with respect to one's professional situation

(e) an overall assessment and suggested usage of Project T.E.A.C.H. as a training device

Figure III illustrates this categorization of the evluative form as demonstrated by the questions within each subsection.

- Insert Figure III here -

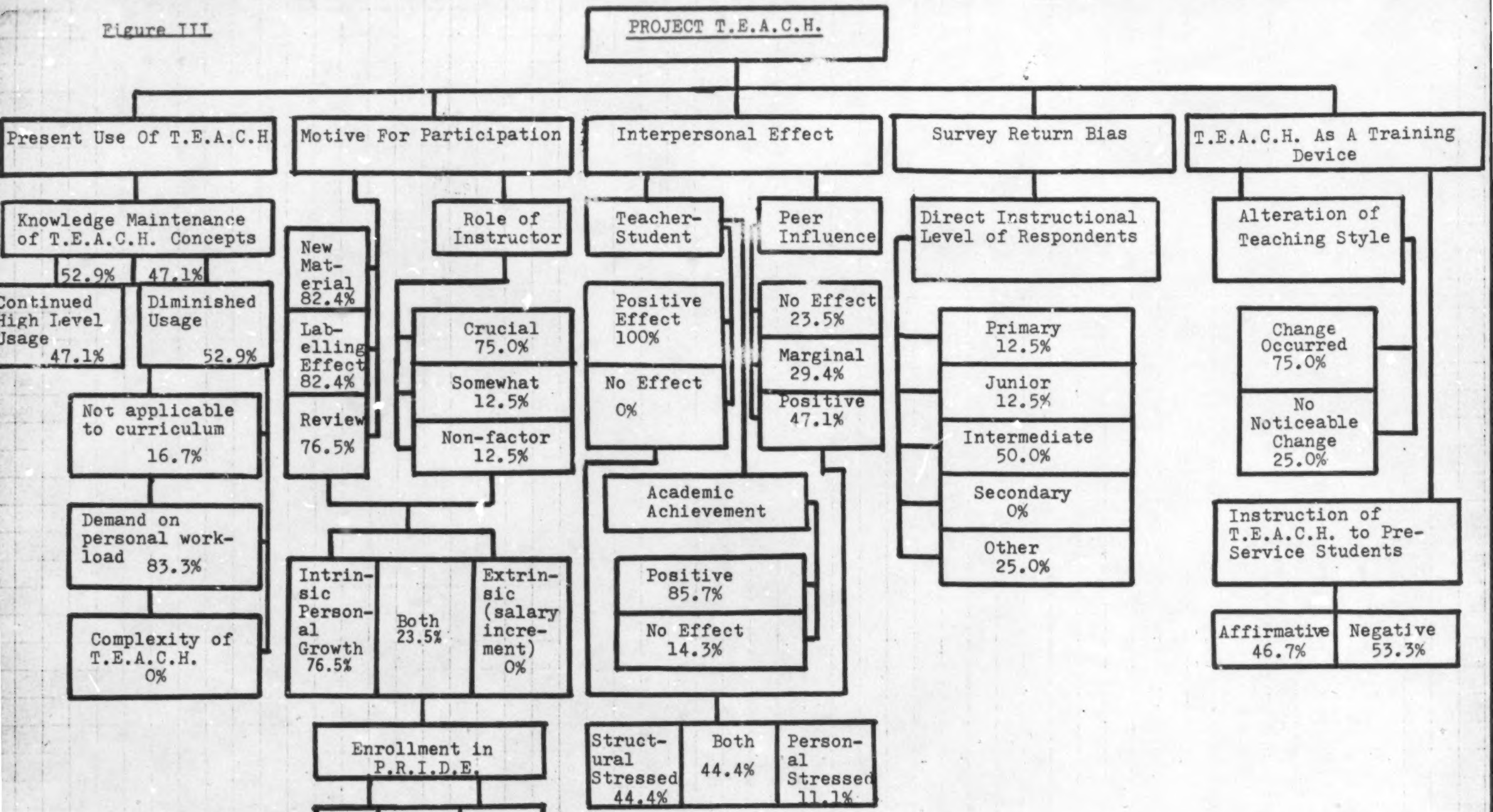
The following more detailed summary will assist in its clarification.

(a) Present Use of the Skills/Strategies Professed by Project T.E.A.C.H. in one's own Professional Environment.

There was a 100% (17) response rate to the question of maintaining a general knowledge of the course. Though the term "general knowledge" is to a large extent individually defined, 47.1% (8) responded favourably to the above question to a certain degree, while 52.9% (9) were even more affirmative in their response. There were no replies stating an unfamiliarization of the T.E.A.C.H. mechanics.

To the question regarding the practical implementation of T.E.A.C.H. methodologies, again there was a 100% response rate. The reversal to the previous question held true, in that 47.1% (8) of the respondents used T.E.A.C.H. components on a regular basis, while 52.9% (9) did so only to some extent. Though similar proportions existed in questions #1 and #2, those who answered "yes" to the former did not comprise the same group as those answering "yes" to the latter (ten of seventeen - 58.8% - respondents answered identically to both questions). In addition, 29.4% (5) of the respondents maintained a general knowledge of the course ingredients but presently used them only

Figure III


PROJECT T.E.A.C.H.
Present Use Of T.E.A.C.H
Knowledge Maintenance of T.E.A.C.H. Concepts
52.9%
47.1%
Continued High Level Usage 47.1%
Diminished Usage 52.9%
Not applicable to curriculum 16.7%
Demand on personal work-load 83.3%
Complexity of T.E.A.C.H. 0%
Motive For Participation
New Material 82.4%
Labelling Effect 82.4%
Review 76.5%
Role of Instructor
Crucial 75.0%
Somewhat 12.5%
Non-factor 12.5%
Intrinsic Personal Growth 76.5%
Both 23.5%
Extrinsic (salary increment) 0%
Enrollment in P.R.I.D.E.
Yes 50.0%
No 37.5%
Undecided 12.5%
Interpersonal Effect
Teacher-Student
Positive Effect 100%
No Effect 0%
Peer Influence
No Effect 23.5%
Marginal 29.4%
Positive 47.1%
Academic Achievement
Positive 85.7%
No Effect 14.3%
Structural Stressed 44.4%
Both 44.4%
Personal Stressed 11.1%
Survey Return Bias
Direct Instructional Level of Respondents
Primary 12.5%
Junior 12.5%
Intermediate 50.0%
Secondary 0%
Other 25.0%
T.E.A.C.H. As A Training Device
Alteration of Teaching Style
Change Occurred 75.0%
No Noticeable Change 25.0%
Instruction of T.E.A.C.H. to Pre-Service Students
Affirmative 46.7%
Negative 53.3%

to a certain degree; while 17.7% (3) of the respondents, though they maintained only a certain degree of knowledge of the course, felt sufficiently enthusiastic about its applicability as to practice its attributes on a regular basis.

The third item on the questionnaire is, in essence, a synthesis of the first two. One would expect that the vast majority of the five respondents reporting (yes) to items one and two, would reply (no loss at all in its practical usage) or (diminished only to a certain degree of its practical usage). This was in fact the case for 100% of the respondents:

80% (4) declared non diminished usage
20% (1) declared somewhat diminished usage.

Also, 41.2% (7) of the total returns (17) indicated that their continued practice of the skills/strategies of Project T.E.A.C.H. have diminished noticeably. As would be expected, the majority (57.1%) or four of these respondents answered the less positive response of "to a certain degree" to items #1 and #2 above.

The fourth item studies the response of those seven subjects (41.2% of the total returns) who answered "yes" to question #3. In computing the statistics within this item itself, one respondent has to be declared invalid as it was felt that his/her practice of T.E.A.C.H. constituents had declined, but could not be accounted for by any of the three alternatives provided. Of the remaining six valid responses, one (16.7% of the selected population) felt that their personal diminished usage was due in part to the skills/strategies of T.E.A.C.H. not being applicable to the curriculum (this is 5.9% of the entire survey group). The five remaining subjects (83.3%) of the selected population, chose

alternative (b) - their personal workload was already too demanding - as the most viable response (this respresents 29.4% of the entire returned sample). There were no participants who felt that the complexity of T.E.A.C.H. methodologies prevented their appropriate application.

(b) Individual Motive for Participation in Project T.E.A.C.H.

The response rate regarding the reason for enrollment in Project T.E.A.C.H. was favourable to the need of personal development. Sixteen individuals (94.1%) had this as at least partial requisite for taking the course. Four respondents (23.5%) had the additional benefit of a salary increment, but none indicated that was the sole reason for enrollment. In the case of one individual, neither alternative sufficed as a reason for course participation.

In consideration of registration in Project P.R.I.D.E., one respondent must be declared invalid, as he/she was not aware of the existence of this sequel to T.E.A.C.H., and therefore was unable to make a rational judgement regarding the question. Of the remaining sixteen participants, a division of 50% (8) responses indicated that they definitely intended to pursue P.R.I.D.E., 37.5% (6) responded that they did not desire to do so, and 12.5% (2) were undecided.

Evaluation of the instructor's role in enhancing T.E.A.C.H. components included sixteen acceptable responses. Of these, twelve (75%) felt that the role of the instructor was a crucial factor, 12.5% (2) felt that it is somewhat of a factor and 12.5% (2) felt that the instructor's role is not a factor

in promoting the crux of Project T.E.A.C.H. This signifies rather dominant data supporting the importance of instructor selection. It is interesting to note that the two respondents who felt that the instructor's role is not terribly important, differ widely in their present usage of the components of the course. One participant (in reply to items #1, #2 and #3) responded "yes", "yes" and "no", indicating a higher degree of knowledge of the course maintained and practiced. This appears to suggest that elements of the course are persuasive enough in themselves to be a beneficial factor regardless of the instructor's personal style. The second participant who deemed the instructor's role as not being crucial, countered "no", "no", "yes" to the same three items. This is indicative of a limited knowledge of the course as well as diminished practical usage. This individual also viewed the T.E.A.C.H. characteristics as being suitable only to a certain degree within his curriculum. Interpretation of this fact leads one to believe that some mechanics of the course are questionable, according to this respondent, and do not necessarily reflect the success or failure of the instructor in promoting them.

In response to a global statement regarding Project T.E.A.C.H.'s inherent provision of skills/strategies (item #5) a significant pattern is noted. In total, 82.4% (14) of the subjects suggested that the course's ideas were innovative, 82.4% (14) of the subjects signified that they were provided with labels for easy recognition of familiar practices and 76.5% (13) of the subjects felt that the course was a review of skills/strategies they were previously aware of. Recurring high percentages within

all three of these categories suggests that the course, on the whole, contributes both familiar and innovative procedures and techniques to most participants. It is interesting to note the case of a particular subject. He responded negatively to the review aspect of Project T.E.A.C.H., implying that the course presented to him/her predominantly new material. Yet in response to items #1, #2, and #3 on the questionnaire, he professed to having maintained a general knowledge of the course components and continued, non-diminished practice within his place of employment. This proposes that even though the course may be representative of new material, it is sufficiently basic to facilitate comprehension and applicability for practical purposes.

(c) Interpersonal Aspect of Project T.E.A.C.H.

Item #9 is intended to evaluate the effect of Project T.E.A.C.H. on one's own peer/professional relationship. The total survey return population replied to this question as per one of the three categorical responses provided. A definite affirmative answer was recorded by 47.1% (8) of the subjects, a marginal response was listed by 29.4% (3) of the subjects, and a negative response (implying that the constituents of T.E.A.C.H. did not affect their peer/professional association) was designated by 23.5% (4) of the subjects. However, when replying to item (c) of the "brief comment" section, the entire response rate viewed Project T.E.A.C.H. as beneficial to enhancing teacher-student relationships. As one participant chose not to respond, the working group consisted of sixteen subjects. Thirteen (81.3%) of these felt that there was a positive connection between Project

T.E.A.C.H. and teacher-student interpersonal involvement and three (18.3%) extended this concept even farther, noting the course's "excellence" in promoting this relationship.

Item (b) produced a noted positive correlation between Project T.E.A.C.H. and a student's academic achievement. There were three non-responses, leaving fourteen judged to be acceptable. Of these, twelve (85.7%) declared T.E.A.C.H. strategies as beneficial and two (14.3%) as non-effective on academic performance.

In comparing the personal and structural attributes of the course, six non-responses existed and two were considered invalid. This resulted in a working composition of nine replies. Four of these (44.4%) denoted the structural aspect as paramount, one (11.1%) assessed the verbal attributes as being more influential, and four (44.4%) felt that the two components could not be separated as they formed a mutual complement.

An evaluation of questions #9,#a,#b,#c, appropriately combined produces one central theme. Without doubt, the responses reflect that the interpersonal effect of Project T.E.A.C.H. is more prominent in teacher-student endeavours than in peer social and professional interaction. As an instructional tool, the survey reviews the course components as being undeniably useful, but a transference or generalization external to the participants' place of employment appears to be somewhat limited.

(d) Sample bias with respect to one's professional situation.

To determine if a sample bias exists regarding one's professional background, the preliminary items relating to

instructional grade level, field of specialization (if applicable), and subject area were introduced. Of the seventeen returned questionnaires, there were sixteen acceptable responses and one non-response. The following percentages were noted at the various educational levels:

(i) primary (2) - 12½%
(ii) junior (2) - 12½%
(iii) intermediate (8) - 50%
(iv) secondary (0) - 0%
(v) other (4) - 25%[7]

As indicated, there is a clear predominance of involvement at the intermediate level of education or below, with particular emphasis on the intermediate level itself. One could probably assume that the lack of participants directly engaged with senior students would be reflected in responses given throughout the questionnaire. The only participant at the secondary level is involved in more of an indirect basis (category (v) listed above).

There are no apparent patterns that occur regarding the prevalence of specialized programmes of instruction and enrollment in Project T.E.A.C.H. Specific fields such as music, library-resource, special education, French, and communications as well as the core subject areas are evidenced throughout.

An interesting and relevant aspect within this survey regarding the individuals who responded "yes", "yes", "no" to items #1, #2, and #3 occurred. As previously stated, these four individuals have attested at a high level to Project T.E.A.C.H.'s theory and practicality. Also, they are equally dispersed among the primary,

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[7]Category (v) included two resource personnel at the junior-intermediate level, one library instructor (primary, junior and intermediate) and one special educator spanning all levels from primary to secondary inclusive.

junior, intermediate and resource areas of education within this sample. This would seemingly suggest that at all levels considered within the confines of the present study, the Project T.E.A.C.H. curriculum can be adhered to and utilized in a practical manner.

(e) Overall assessment and usage as a training device.

Within this section, items (d) and (f) can be categorized according to negative and affirmative replies. Regarding the alteration of one's instructional style, as influenced by Project T.E.A.C.H., there were sixteen responses, twelve (75%) of which stated a positive reaction, while four (25%) noted no change in their personal style.

With respect to the instruction of T.E.A.C.H. to pre-service student teachers, there was a fairly even split of seven individuals (46.7%) in favour and eight individuals (53.3%) opposed.

Items (e) and (g) comprise the only two questions within the survey that cannot be generalized as to a positive or negative response. Yet, the nature of the responses is critical in forming an accurate assessment of Project T.E.A.C.H.

Responses to item (e) , denoting a specific area in which the skills/strategies of Project T.E.A.C.H. are most useful, can be arranged into four groups. Of the fifteen acceptable replies, three (20%) stated that there was not a specific area most useful; three (20%) stated that their personal momentum had improved (by avoiding confrontation and generally being more capable of facing their employment situation); two (13.3%) stated that the most

noticeable effect was on their instructional techniques (use of group work, questioning methods); and seven (46.7%) cited the enhancement of teacher-student relationships (via skills such as counselling) as the most helpful resource within the course.

Item (f) on the questionnaire requests from the participant a suggested area of further research with project T.E.A.C.H. Of the eleven respondents, five (45.5%) indicated general content with the course, not recommending any structural changes, two (18.2%) proposed that the course undergo a periodic review to continually assure its relevance, two (18.2%) suggested instruction in the course's implementation external to one's workplace, and two (18.2%) expressed the need of altering the tape and text materials to be more applicable to the elementary level of education.

III. Conclusions

It may be stated, though arguably so, that the optimum indicator of the effectiveness of an educational aid, is its subsequent usage in a practical setting. The questionnaire has been designed, via three items (#1, #2, #3), to reflect on this concept. As referred to throughout the paper, four respondents (23.5% of the total return sample) have indicated the maintenance of a general knowledge of Project T.E.A.C.H. skills/strategies and continued, non diminished practice of them. Though these individuals would be located at the uppermost portion of the spectrum describing the course benefits, more compelling evidence of its success lies in the fact that 100% of the returned samples have maintained some knowledge of the course components and continue to practice its attributes at minimum to a certain degree within their own field. In relation to degrees of practicing Project T.E.A.C.H. components, the length of

time between the course graduation and the present study does have some effect. Table I below illustrates this idea in response to item #2 (continued use of skills/strategies of Project T.E.A.C.H. on a regular basis).

TABLE I

YEAR IN WHICH COURSE WAS TAKEN							
1978		1979		1980		1981	
Yes	To a Certain Degree	Yes	To a Certain Degree	Yes	To a Certain Degree	Yes	To a Certain Degree
33.3% (1)	66.7% (2)	42.9% (3)	57.1% (4)	60.0% (3)	40% (2)	100% (2)	0% (0)

As shown, the degree of implementation steadily progresses with the more recent graduates. But, it is worthy to note that in every case, respondents still employ the course methodologies to some extent, at least.

Writer's Comment

Results of this study indeed have indicated a positive review of Project T.E.A.C.H. Paradoxically, though, as stated earlier, 29.4% (5) of the total number of returned responses have indicated that their use of the course components decreased since completion because of an excessive personal workload. It is this writer's understanding that a precise goal of the skills/strategies professed is to faciliatate conditions contributing to one's workload. In essence, the denial of some objectives of the course can be accounted for by a particular intent of their implementation! Reflecting once more on the four individuals who felt that they have maintained a high degree of knowledge of the T.E.A.C.H. components, and their continued practice within their professional setting,

75% (3) have responded affirmatively to item (d) - Project T.E.A.C.H.'s assistance in alteration of one's instructional style. This is an indicator that they have incorporated these strategies within their own personal repertoire of skills. The reciprocal effect of increased usage and greater familiarization have obviously countered their workload demands. Undoubtably, this point is worthy of note to instructors of the course.

As previously mentioned, respondents have shown a high degree of intrinsic motivation for enrollment in Project T.E.A.C.H. In addition, they have viewed the course as being helpful. Yet, fewer than half (47.1%) expressed an active desire to pursue Project P.R.I.D.E. Enrollment statistics provided by O.P.S.M.T.F. bear this fact out. Of the 3,722 individuals who have completed T.E.A.C.H., only 960 (25.8%)[8] have attended to its sequel. Given the success that Project T.E.A.C.H. has enjoyed, one could equally expect that through exposure, Project P.R.I.D.E. could attain similar heights.

As evidenced by the replies, the choice of instructors of the course is paramount. Indeed, the federation is worthy of credit due to the success in selection of those whom it has employed. The biggest single value of the course has been demonstrated through its enhancement of teacher-student interpersonal relationships. Promotion of this human based concept is greatly dependent upon one's own personalized style of instruction. Obviously, the instructors selected have exemplified this characteristic in a noticeable manner.

This survey has been intended as a general evaluation of Project T.E.A.C.H. Though all types of bias cannot be effectively

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[8]These figures are inclusive to the completion of the fall term, 1981.

eliminated, and manipulation of numerical figures hampers validity because of their paucity, there are, nevertheless, definite patterns to the questioning which have evolved. The consequent analysis has alleged the expressed desire of assistance to officials of the sponsoring agency of the course. It is hoped that in doing so, a more detailed understanding is grasped with respect to the offering of Project T.E.A.C.H.

APPENDIX

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Glossary of Terms

Invalid Response - refers to an item on a completed questionnaire which is inappropriately responded to (i.e. an elicitted response different than a categorical choice provided).

Non-Response - refers to a non-answered item of a returned, completed questionnaire.

Response Rate - refers to the percentage of completed and returned questionnaires in relation to the total number of questionnaires issued and assumed to reach their point of destination.

Returned Sample; Survey Group - refers to those individuals within the confines of the survey:

(a) who have completed in whole or in part the questionnaire, and
(b) who have returned the questionnaire to the originator of the survey, and
(c) whose completed questionnaire has been received by the sender within the specified time limit

Selected Population - refers to individuals responsive to a specific item under consideration.

November 9, 1981

Dear Sir/Madam:

For attainment of partial credit in graduate studies in education at Brock University, I have agreed to undertake an evaluation of the Project T.E.A.C.H. course. As a former participant of the course, my personal assessment will be assisted by your completion of the enclosed questionnaire.

Your cooperation in returning the completed form punctually in the stamped and addressed envelope provided is very much appreciated. To ensure confidentiality, your signature is not requested.

Thank you!

Sincerely,

Les Howarth

LH/rmd
Encl.

PROJECT T.E.A.C.H. EVALUATION QUESTIONNAIRE

Grade Level you are presently teaching _____

Specialized program of instruction (if applicable) _____

Subject Area _____

Term and date in which the Project T.E.A.C.H. course was taken _____

	YES	NO	TO A CERTAIN DEGREE
1. Have you maintained a general knowledge of the skills strategies professed by Project T.E.A.C.H.?			
2. Do you continue to practice the skills/strategies on a regular basis in your profession?			
3. Do you find that your practical application of the skills/strategies of Project T.E.A.C.H. has diminished since immediate completion of the course?			
4. If you answered "YES" to question (3) above, is it predominately due to:			
(a) the skills/strategies of Project T.E.A.C.H. are not applicable to the curriculum?			
(b) your personal workload is already very demanding?			
(c) Project T.E.A.C.H. methodologies are too complex to understand or apply?			
5. Do you feel that Project T.E.A.C.H. :			
(a) provided you with innovative ideas?			
(b) provided you with a label and a manner of easily recognizing skills/strategies that you were previously familiar with?			
(c) was a review of skills/strategies that you were well aware of?			
6. Did you take Project T.E.A.C.H.			
(a) for personal upgrading?			
(b) as a means for salary increment?			
(c) both?			

	YES	NO	TO A CERTAIN DEGREE
7. Do you intend to pursue the sequel to Project T.E.A.C.H. ? (Project P.R.I.D.E.)			
8. Do you think that the instructor's role (of Project T.E.A.C.H.) is crucial in promoting its concepts?			
9. Have you found that the skills of Project T.E.A.C.H. have offered assistance in your own peer/professional relationship?			

PLEASE COMMENT BRIEFLY on the following points:

(a) Compare the personal attributes component (verbal skills) and the structural aspect (sustaining momentum and non-confrontative tactics) of Project T.E.A.C.H.

(b) Assess the overall effectiveness of Project T.E.A.C.H. as it relates to facilitating pupil academic achievement.

(c) Assess the overall effectiveness of Proejct T.E.A.C.H. as it relates to enhancing teacher-student interpersonal relationships.

(d) Has Project T.E.A.C.H. assisted you in altering your teaching style? If your answer is YES, in what way?

(e) Is there a specific area in which the skills/strategies of Project T.E.A.C.H. have proven most useful?

(f) Would you suggest the instruction of Project T.E.A.C.H. to Pre-Service student teachers? (If YES, please comment briefly).

(g) Is there a specific area which Project T.E.A.C.H. requires further research and instruction?